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The authors of the volume on organization and administration discuss such topics as comparative cost, supervision and administration, use of plant, organization, plant, program, and present-day problems. There is also an appendix made up of the following seven tables: Emerson School Program, Froebel School Program, Beveridge School Program, Special Work of All Froebel Classes, Division of Day at Froebel School, Program of School No. 12 Passiac, and Proposed Froebel School Program. On a whole, the material in each of the volumes will find a welcome in the field of school administration. A survey of a school system which has the reputation that the Gary schools have cannot fail to interest all those engaged in educational administration.

HOBSON, ESIE GARLAND. *Educational Legislation and Administration in the State of New York from 1777 to 1850*. Chicago: The University of Chicago, 1918. Pp. 267.

This is the first of a series of monographs on educational legislation now in preparation by former or present graduate students in the Department of Education of the University of Chicago. The following statement by Professor Jernegan in the introduction to the volume presents the purposes contemplated in the monographs: "These monographs are intended to supply, in part, the gap in our knowledge of the educational legislation of various states. Owing to the large amount of such legislation, especially with respect to private institutions, it is not practicable to print, in this series, the text of all the educational acts passed. However, in order to provide the student of our educational history with the information which he must have in order to find easily the text of every educational act passed, there will be printed, in an appendix, as complete a list as possible of the titles of such acts, with exact references to the sources where each may be found. It is intended that every act, or portion of an act, bearing directly on education, shall be recorded. This will include not only public acts, but those of a private character, relating to every type of institution in which instruction was given as well as to literary, scientific, or miscellaneous societies whose purposes was the discovery or spread of knowledge. It is the purpose of these studies to analyze this legislation and make it intelligible, in chapters which will set forth the general factors that account for the legislation, its characteristic features, the relation of the state to administration, support, teachers, curriculum, and other features of the public systems established, including elementary, secondary, and higher institutions. Other chapters, varying with individual states, will deal with special types of legislation involving such subjects as the development of city

systems, the management of land grants for education, the relation of the state to special classes of public educational institutions, such as those for defective classes, and to private institutions as shown in the charters granted or acts establishing."

In her monograph Miss Hobson has worked out in one state what the series contemplates for a number of states. Her discussion centers around such topics as formative influences, dual system of school control, education under regents, the common school system, special legislation for cities, support of education, and education of special classes. The appendix contains a chronological list of academies incorporated with references to acts relative to them, list of acts granting means of support to academies, list of societies for general educational purposes, and a chronological list of titles and dates of laws relative to education, 1777-1850. On a whole, the monograph is a valuable contribution to the history of education in the United States, a field in which comparatively little has been done.

WOODBURN, JAMES A., and MORAN, THOMAS F. *The Citizen and the Republic*. New York: Longmans, Green, and Co., 1918. Pp. xlv+398.

This book aims to present high-school civics in the light of recent events. It takes for granted that readjustments of the present course in high-school civics will have to be made in order to fit the new order of things. As the authors view the situation, the phases of civics to be most emphasized in these contemplated readjustments are: such present-day problems as military service, child labor, the commission form of government, the aspects of government in our international relations, the foundation of our democracy, the sources of our liberties, the means by which our liberties are preserved, and the democracy of service. At the end of each chapter are topics, queries and references all of which have been prepared with much care. The book also contains many timely illustrations, maps, and charts. Anyone desiring a text which meets the demands of the "new civics" and at the same time holds fast to that which is good in the old will be interested in examining Professors Woodburn and Moran's book.

BISHOP, A. L., and KELLER, A. G. *Industry and Trade—Historical and Descriptive Account of Their Development in the United States*. Boston: Ginn & Co., 1918. Pp. vi+426.

The presentation of a simple but adequate account of the development and present status of the industrial and commercial life of the United States is the aim of this book. On reading the discussion of representative industries in the several chapters one gets an excellent perspective of our workaday